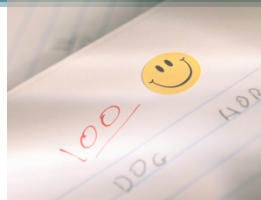


Does it Count?



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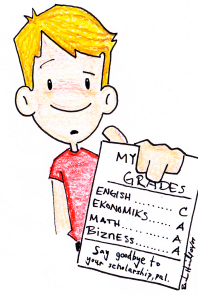
We destroy the love of learning in children, which is so strong when they are small, by encouraging and compelling them to work for petty rewards--gold stars, or papers marked 100 and tacked to the wall, or A's on report cards, or honor rolls, or dean's lists or Phi Beta Kappa keys--in short, for the ignoble satisfaction of feeling that they are better than someone else.

~John Holt



The function of high school, then, is not so much to communicate knowledge as to oblige children finally to accept the grading system as a measure of their inner excellence. And a function of the self-destructive process in American children is to make them willing to accept not their own, but a variety of other standards, like a grading system, for measuring themselves. It is thus apparent that the way American culture is now integrated it would fall apart if it did not engender feelings of inferiority and worthlessness.

~Jules Henry



Seven Perspectives on Grading

1. Grading is not essential for learning.
2. Grading is complicated.
3. Grading is subjective and emotional.
4. Grading gives little information about student strengths and weaknesses.
5. Grading has a limited research base.
6. Grading has no single best practice.
7. Grading that is faulty damages students and teachers.

Adapted from How to Grade for Learning
Ken O'Connor

Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

Adapted from [How to Grade for Learning](#), Ken O'Connor

Possible categories and percentage

Category	Percentage
Classwork (homework, quizzes, small projects, etc.)	20
Participation	20
Performance Assessment - Interpretive	20
Performance Assessment - Interpersonal	20
Performance Assessment - Presentational	20

Individual Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.



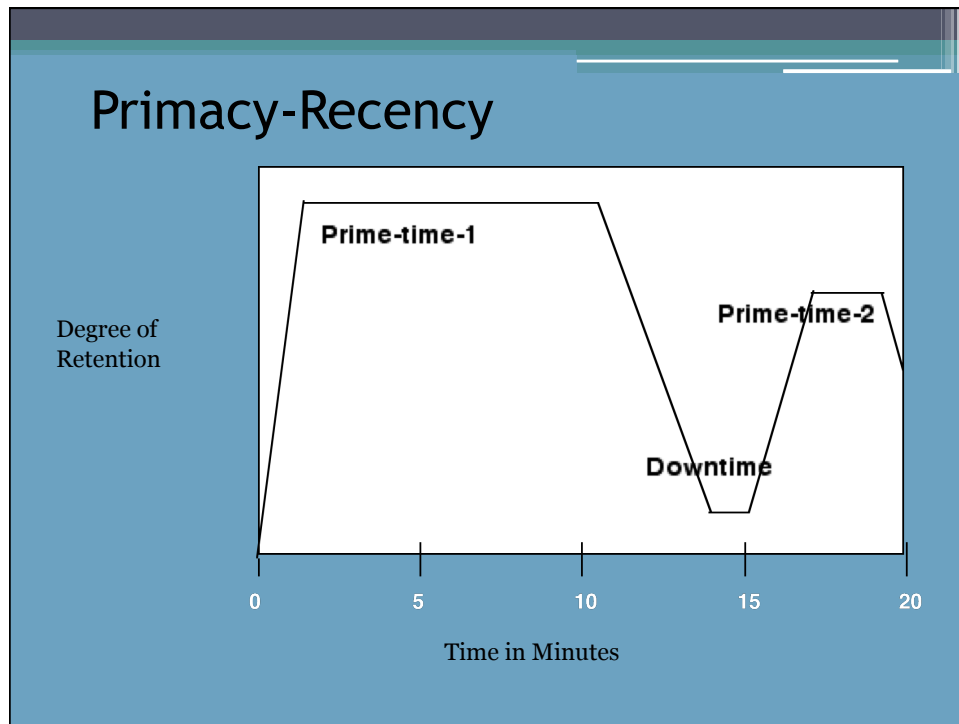
1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

Working Memory Capacity

Working memory is limited and can deal with items for only a limited time. For focus to continue, there must be some change in the way the individual is dealing with the item.

Age	# of items*	Time Span
5 – 14	3 - 7	10 minutes
14+	5 – 9	20 minutes

*An item is an individual piece of information – the ending of a verb, a new vocabulary word, etc. Only “chunking” pieces of information allows the learner to work with multiple items.



Self-assessment - Endangered Species

I can do the following:	Agree	Agree Somewhat But Need To Improve	Not Yet
Name animals.			
Describe animals in terms of size and color.			
Describe animals in terms of personality.			
Say what animals eat.			
Say where animals live.			
Describe the weather where animals live.			
Comment on harmful and helpful human practices.			

ACTFL Integrated Performance Assessment

